

## THE RELATIONSHIP OF CLASS MANAGEMENT AND EDUCATOR EMOTIONAL INTELLIGENCE TO INCREASING TEACHING INTERESTS

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### Abstract

Increasing interest in teaching will have an impact on increasing students' interest in learning. Educators' interest as subjects and objects in the learning process is the key to success in achieving educational goals. The purpose of this study was to examine the relationship between classroom management and educators' emotional intelligence on increasing interest in teaching. There were 75 samples randomly selected from 79 educators at Saint Peter using the Hair et al. Method, from the number of indicators  $\times$  5. The method used was descriptive, quantitative. Data obtained from filling out a questionnaire of 20 statements from each variable, namely the class management variable (X1) there are 5 indicators, the teacher's emotional intelligence variable (X2) has 5 indicators, the teaching interest variable (Y) has 5 indicators. Data analysis techniques using simple correlation and multiple correlation. In the first hypothesis the results indicate a positive and significant relationship between class management and interest in teaching with a correlation coefficient of  $r_{y1} = 0.824$  with a regression model  $\hat{Y} = 8,202 + 0.824 X1$ ,  $t_{count} 15,354$  is greater than  $t_{table} = 1.992$  and the coefficient of determination ( $R^2$ ) = 0.764. The second hypothesis shows that there is a positive and significant relationship between the emotional intelligence of educators and the interest in teaching with the correlation coefficient  $r_{y2} = 0.443$  with a regression model  $\hat{Y} = 31.691 + 0.443 X2$ ,  $t_{count} 6.434$  is greater than  $t_{table} = 1.992$  and the coefficient of determination ( $R^2$ ) = 0.362. The third hypothesis shows that there is a positive and significant relationship between classroom management and educators' emotional intelligence on teaching interest with a correlation coefficient of  $r_{y1.2} = 0.823$  with a regression model  $\hat{Y} = 6.817 + 0.758X1 + 0.086 X2$ ,  $F_{count} 122.082$  is greater than  $F_{table} = 3.124$ . Thus the classroom management and emotional intelligence variables of educators have a strong influence on increasing interest in teaching by 76.6% while the remaining 23.4% is influenced by other variables outside the research.

**Keywords:** Interest In Teaching, Classroom Management, Emotional Intelligence

### Abstrak

Meningkatnya minat mengajar akan berdampak pada meningkatnya minat belajar siswa. Ketertarikan pendidik sebagai subjek dan objek dalam proses pembelajaran merupakan kunci keberhasilan dalam mencapai tujuan pendidikan. Tujuan penelitian ini adalah untuk menguji hubungan antara pengelolaan kelas dan kecerdasan emosional pendidik terhadap peningkatan minat mengajar. 75 sampel yang dipilih secara acak dari 79 pendidik di Saint Peter menggunakan Metode Hair et al., dari jumlah indikator  $\times$  5. Metode yang digunakan adalah deskriptif, kuantitatif. Data diperoleh dari pengisian angket 20 pernyataan dari masing-masing variabel yaitu variabel pengelolaan kelas (X1) ada 5 indikator, variabel kecerdasan emosional guru (X2) ada 5 indikator,

variabel minat mengajar (Y) ada 5 indikator. Teknik analisis data menggunakan korelasi sederhana dan korelasi ganda. Pada hipotesis pertama hasil penelitian menunjukkan adanya hubungan positif dan signifikan antara pengelolaan kelas dengan minat mengajar dengan koefisien korelasi  $r_{y1} = 0,824$  dengan model regresi  $= 8,202 + 0,824 X_1$ , thitung 15,354 lebih besar dari t tabel  $= 1,992$  dan koefisien determinasi ( $R^2$ )  $= 0,764$ . Hipotesis kedua menunjukkan bahwa terdapat hubungan yang positif dan signifikan antara kecerdasan emosional pendidik dengan minat mengajar dengan koefisien korelasi  $r_{y2} = 0,443$  dengan model regresi  $= 31,691 + 0,443 X_2$ , thitung 6,434 lebih besar dari t tabel  $= 1,992$  dan koefisien determinasi ( $R^2$ )  $= 0,362$ . Hipotesis ketiga menunjukkan bahwa terdapat hubungan positif dan signifikan antara pengelolaan kelas dan kecerdasan emosional pendidik terhadap minat mengajar dengan koefisien korelasi  $r_{y1,2} = 0,823$  dengan model regresi  $= 6,817 + 0,758X_1 + 0,086 X_2$ , Fhitung 122,082 lebih besar dari Ftabel  $= 3,124$ . Dengan demikian variabel pengelolaan kelas dan kecerdasan emosional pendidik berpengaruh kuat terhadap peningkatan minat mengajar sebesar 76,6% sedangkan sisanya 23,4% dipengaruhi oleh variabel lain di luar penelitian.

**Kata kunci:** Minat Mengajar, Manajemen Kelas, Kecerdasan Emosional

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## Preliminary

Educators are the spearhead of education whose role is to implement the learning process in schools so that all their needs need to be considered and developed in order to achieve educational goals. The objectives of national education contained in Law No.2 of 1989 Article 4, states that national education aims to educate the nation's life and develop Indonesian people as a whole, namely people who are devout to God Almighty, noble character who have knowledge and skills, physically and mentally healthy, has a stable and independent personality and has a sense of social and national responsibility. The role of educators in the learning process as facilitators in providing services and ways for students to achieve learning goals.

Permendiknas Number 41 of 2007 in Process Standards explains that the learning objectives describe the learning process and outcomes that are expected to be achieved by students in accordance with basic competencies. Changes in student behavior as a result of learning will appear in knowledge, understanding, appreciation, physicality, character, attitude, emotional, and social relationships. Seeing the importance of the learning process that can result in changes in the behavior of students, the learning process can be said to be the core process of the overall educational process. Students' learning interest is part of behavior change that appears in attitudes, emotions, and social relationships between students and educators and between the students themselves. It can be said that students' interest in learning in the learning process depends on the attitude of educators in dealing with students, especially those who are still in elementary school, where emotionally students are very dependent on their educators as role models. The key to the learning process is in the hands of educators and students because both play a role as subjects and objects in learning.

In learning activities based on activeness, if students are active and educators passive, the activity is called learning. On the other hand, if in learning activities, active educators and passive students, the activity is called teaching. In general, teaching can be said as an effort from educators to cultivate conditions or an atmosphere that supports the process of teaching

and learning activities. One of the efforts made by educators is to increase their interest in teaching. Educators who have an interest in teaching will be able to attract class attention so that students feel at home and are interested in continuing to follow the learning process until it is finished because educators are like having a spirit (something that is invisible but energized) so that the existence of an educator has a more important meaning than science itself. Interest in teaching an educator can originate from his love of being an educator and then grows through the process of teaching and learning activities, as stated by Bernard in

[Sardiman \(2007: 76\)](#) that the interest arises not suddenly or spontaneously but is a result of experience, participation, and habits. while studying and working. Working in the broad sense of doing an activity and in the narrow sense is carrying out an activity in producing goods or services. Educators do their job to produce services. The work of educators is often called teaching, but the notion of teaching in general has its own meaning, namely providing guidance and imparting knowledge and creating a conducive situation so that the teaching and learning process runs smoothly and its goals are achieved. The decline in teaching interest in educators is caused by the emergence of problems related to the learning process, namely problems in teaching and class management such as planning, implementation, evaluation, and follow-up which is referred to as classroom management. And in classroom management, emotional intelligence is needed, which is about educators' efforts to create a conducive learning situation. The professional ability of educators is indispensable for changes in the behavior of students so that good interactions and mutual support are built in the learning process. However, in reality many educators focus only on the cognitive end result. The 2013 curriculum is here to improve the education system so that the assessment of all subjects must cover three aspects, namely cognitive, affective, and psychomotor. The scientific approach is a differentiator.

between the old curriculum and the 2013 curriculum, but there are still many educators who have difficulty using this approach in the learning process. The role of educators as motivators and facilitators requires a lot of competency training and provision on emotional intelligence so that training and debriefing. It is hoped that it can increase the interest of educators in exploring the learning process. One of the obstacles that answers, why many educators only prioritize cognitive assessment elements is that the questions on the national final exam that measure cognitive abilities still appear dominant. It is not surprising that at the end of the semester, parents will be busy registering their children in tutoring centers called the Tutoring Institute (LBB). By looking at this fact, the role of educators in schools faces many challenges in relation to the learning process which emphasizes only cognitive aspects, while the affective aspects provided are only in the form of understanding, not changes in attitude or behavior, and psychomotor aspects are only given to certain subjects. as a result, many cases that tarnish the world of education regarding student behavior have recently appeared on social media. The world of education was shocked by a video about a case of bullying against an educator where several students deliberately challenged the teacher, Nur Kalim at a junior high school in Gresik, East Java as published on detik.com, Sunday (10/2/2019) to invite fighting by strangling the neck of the educator who was silent and did not fight back and there are many other cases.

The case that occurred at the Saint Peter Foundation can be seen from the turnover of the educators as follows:

**Table 1.1** Number of Turn Over Educators at Saint Peter

No	Year	Number of Employees	Out of educators	Percent
1	July 2016	109 (130-21)	21	19,26%
2	July 2017	97 (109-12)	12	11.00%
3	July 2018	87 (97 – 10)	10	11,49%
4	July 2019	79 (87-8)	8	10,12%

There is no ideal standard for turnover value in a foundation because the foundation itself determines the standard. In general, for high-quality employees, the turnover should be close to zero. Meanwhile, for employees with low quality, the turnover value should be below 20%. However, given the importance of the role of the teacher as a central figure, especially for students who are in elementary schools, how low the turnover value for educators has an impact on students because alternating educator figures can affect the personality of students. From the data above, the most stated reason is the behavior of students who are less cooperative, in line with the lack of experience of educators and the ability to manage classes and the ability to manage their own emotions, making them less and less interested in teaching. Based on the things that have been described above, the research carried out is based on the subject matter which is formulated as follows: Is there a relationship between classroom management and increased interest in teaching at the Saint Peter Kelapa Gading Education Foundation, North Jakarta? Is there a relationship between educators' emotional intelligence and increased interest in teaching at the Saint Peter Kelapa Gading Education Foundation, North Jakarta? Is there a relationship between classroom management and educators' emotional intelligence together with increased interest in teaching at the Saint Peter Kelapa Gading Education Foundation, North Jakarta?

According to Slameto in (Susanto, 2013: 63), interest is the intensity of a person's needs which is significant to the amount of interest. For example, someone teaches not because of interest but because of work, but if intellectual intelligence and emotional intelligence develop to understand facts and analyze social problems that occur to students during the learning process, then interest will grow and develop from the initial need to become pleasure. In the journal entitled "Basic Teaching Skills in Elementary Schools", by Ali (1987: 12) in Wahyulestari (2018) is defined as an effort made in the learning process so that the planned goals are achieved. The aspects of basic teaching skills that educators must have according to Usman (2013) in (Mulyatun, 2014: 86-89) consist of: 1) questioning skills, 2) questioning skills, 3) opening and closing lessons skills, 4) skills provide reinforcement, 5) skills in conducting variations, 6) skills in guiding discussions in small groups, 7) skills in class management, 8) skills for teaching small groups and individuals.

In the Journal International of Education Technology in Higher Education (Ndukwe and Daniel, 2020: 1-5) explains teaching analysis which is a new theoretical approach that combines teaching skills, visual analytics, and design-based research to support educators with the ability diagnostic and pedagogical in order to improve the quality of teaching. In addition to the teaching skills of educators which include the eight skills described above, the theory of teaching analysis with this new approach expects educators to also have visualization analytical skills to help solve learning difficulties that occur in students during the learning process. Analytics according to Kanar, C.C. in (Nengah Parta, 2016: 2) is part of critical, practical, and creative thinking while visualization is the ability to observe and understand the conditions of a problem. The conclusion of the visualization analysis theory is that educators must be able to think critically, practically, and creatively in observing and understanding problems so that they are able to solve them properly.

Meanwhile, design-based research according to Revina in [Prahmana \(2017: 1\)](#) is a research methodology that prioritizes the development of learning material designs so that learning materials are available that can be used by educators to achieve learning goals effectively. [Slameto \(2003: 57\)](#) explains that indicators of interest in teaching include 1) a feeling of pleasure in the object being observed, 2) participating or being involved, 3) having an interest in observing, 4) having attention and interest in the object being observed, 5) obtain satisfaction in something that is of interest, In a modern concept, class management is defined by [Badrudin \(2014: 106\)](#) as the process of organizing all class resources to create an effective and effective learning process, where these resources are organized to solve all kinds of problems that will hinder the teaching and learning process while creating classroom conditions. according to the desired continually. The task of educators here is to make the class better and to maintain a smart class condition. This smart classroom condition helps educators observe, develop, and increase the talents, interests, and positive energy of students to carry out their professional duties in the learning process in the classroom and outside the classroom.

[Nissim, et.al, \(2016\)](#) added, that in the era of industrial revolution 5.0, it calls for the development of a special learning environment design in the education system that can help students acquire skills easily, as part of their preparation for real life. in a dynamic, uncertain, and fast changing environment. Innovative special learning environments related to technology and supported by pedagogy will increase the creativity, motivation, and achievement of students and educators in the learning process. Novan Ardy Wiyani (2013: 65) says that in classroom management there are three core activities in the learning process as follows: 1) creating an appropriate learning climate, b) arranging learning spaces, c) managing interactions in teaching and learning activities. Class management will be characterized by indicators: 1) creating an appropriate learning climate, 2) organizing class roars, 3) cultivating relationships or interactions in teaching and learning activities, 4) responding to the academic needs of students individually or in groups, 5) evaluating student behavior .

Emotional intelligence according to [Kosasih and Sumarna \(2013: 173-175\)](#) is the ability to feel and understand deeply and use it as a power to give good influence. Goleman in [Tampubolon \(2012: 14\)](#) argues that emotional intelligence is the ability to control oneself, has strong resilience when facing obstacles, controls disorders and does not feel satisfied quickly, is able to regulate moods and is able to manage anxiety so as not to interfere with thinking skills, able to empathize to others. Educators' emotional intelligence will be measured by indicators: 1) recognition of emotions, 2) managing emotions, 3) providing motivation, 4) recognizing other people's emotions, 5) establishing interactions with others.

## Research Methods

The research subjects were 75 educators who worked at the Saint Peter Kelapa Gading Education Foundation in North Jakarta in 2020. Through correlational research, the relationship between variations in a variable and other variables can be seen. The level of relationship between variables is expressed in the form of the correlation coefficient with the t test. While the correlation coefficient shows the level of significance by testing whether the hypothesis is proven or not with the F test. The sample technique is saturated / quotation from 75 educators at Saint Peter by determining the number of samples as stated by [Hair et al., \(2010: 176\)](#) or that many samples are equal to many indicators x 5. The method used in this research is descriptive quantitative. Data obtained from filling out a questionnaire of 20 statements from each variable, namely the class management variable ( $X_1$ ) there are 5 indicators, the teacher's emotional intelligence variable ( $X_2$ ) has 5 indicators, the teaching interest variable (Y) has 5 indicators. The statistical hypothesis of this study is as follows:



Ha1: There is a relationship between classroom management and increased interest in teaching. Ha2: There is a relationship between educators' emotional intelligence on improvement interest in teaching. Ha3: There is a relationship between classroom management and educators' emotional intelligence collectively to increase interest in teaching.

## Research Results And Discussion

The formulation of the first research hypothesis is that there is a positive relationship between the Class Management variable ( $X_1$ ) and the Increased Teaching Interest ( $Y$ ) and the following results are obtained.

**Table 1.2.** Class Management Coefficients ( $X_1$ ) on Increasing Teaching Interest ( $Y$ )

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	8,202	3,437		2,386	,000
	$X_1$	,824	,054	,874	15,354	,020

a. Dependent Variable:  $Y$  (Increasing Teaching Interest)

From the table above, it is known that the constant coefficient ( $\alpha_1$ ) is 8,202 and  $\beta_1$  Class Management ( $X_1$ ) is 0.824 with the regression model  $\hat{Y} = \alpha_1 + \beta_1 X_1$ . so that the regression equation can be written as  $\hat{Y} = 8,202 + 0.824 X_1$ . Based on the table above, the Class Management t-count is obtained at  $15.354 > t\text{-table}$  (1.992) which means that there is a strong positive relationship between the Class Management variable ( $X_1$ ) on the Increase in Teaching Interest ( $Y$ ) because  $t\text{ count} > t\text{table}$ . The second research hypothesis formulation is that there is a positive relationship between Educator Emotional Intelligence ( $X_2$ ) and Increased Teaching Interest ( $Y$ ) and the following results are obtained:

**Table 1.3.** Educator Emotional Intelligence ( $X_2$ ) on Increasing Teaching Interest ( $Y$ )

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	31,691	4,543		6,976	,000
	$X_2$	,443	,069	,602	6,434	,000

a. Dependent Variable:  $Y$  (Increasing Teaching Interest)

Beta

From the table above, it is known that the constant coefficient ( $\alpha$ ) is 31.691 Educator Emotional Intelligence ( $X_2$ ) is 0.443 with the regression model  $\hat{Y} = \alpha + \beta_2 X_2$  so that the regression equation can be written as  $\hat{Y} = 31.691 + 0.443 X_2$ . Based on the table above, the t-count of Educator Emotional Intelligence was obtained at  $6.434 > t\text{-table}$  (1.992) which means that there is a (significant) positive relationship between the Educator Emotional Intelligence variable ( $X_2$ ) on the Increase in Teaching Interest ( $Y$ ) because  $t\text{ count} > t\text{table}$ . The third research hypothesis formulation is the test of the multiple regression results of the Class Management variable ( $X_1$ ) and Educator Emotional Intelligence ( $X_2$ ) simultaneously on the Increase in Teaching Interest ( $Y$ ) using SPSS 24 as follows:

**Tabel 1.4.** Classroom Management Coefficient ( $X_1$ ), Educators' Emotional Intelligence ( $X_2$ ) on Increasing Teaching Interest ( $Y$ )

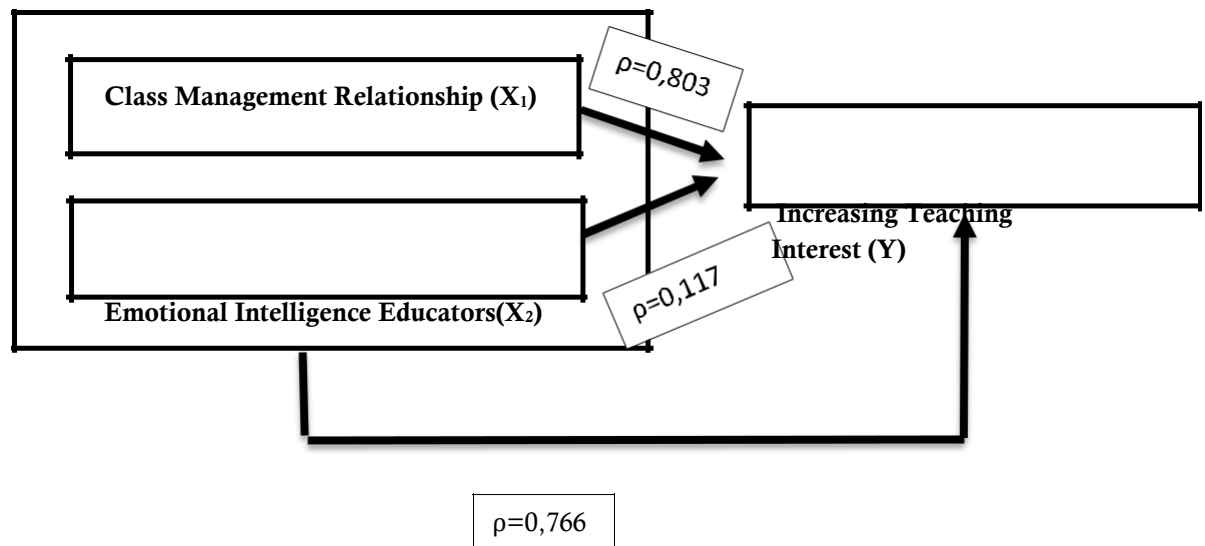
Model		Unstandardized Coefficients		Beta	t	Sig.
		B	Std. Error			
1	(Constant)	6,817	3,498		1,949	,055

X <sub>1</sub>	,758	,067	,803	11,391	,000
X <sub>2</sub>	,086	,052	,117	1,659	,102

a. Dependent Variable: Y

From the table above, a regression model can be formed  $\hat{Y} = \alpha + \beta X_1 + \beta X_2 + \varepsilon$ , becoming  $\hat{Y} = 6,817 + 0.758 X_1 + 0.086 X_2$ . The regression equation above can be used as a tool to explain and draw conclusions about the relationship or correlation of the Class Management variable (X<sub>1</sub>) and Educators' Emotional Intelligence (X<sub>2</sub>) on the Increased Teaching Interest. The regression coefficient significance test yields 0.055 and is positive. The theoretical model can be described as follows:

**Figure 1.** Theory Model "Class Management Relationship (X<sub>1</sub>) and Emotional Intelligence Educators (X<sub>2</sub>) Towards Increasing Teaching Interest (Y)



Information :

Y: : Increasing Teaching Interest

X<sub>1</sub>: Class Management Relationship

X<sub>2</sub>: Emotional Intelligence Educators

**Table 1.5** Fcount of the Class Management variable (X<sub>1</sub>) and Educator Emotional Intelligence (X<sub>2</sub>) on the Teaching Interest Improvement variable (Y)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3344,301	2	1672,151	122,082	,000 <sup>b</sup>
	Residual	986,179	72	13,697		
	Total	4330,480	74			

a. Dependent Variable: Y

b. Predictors: (Constant), X<sub>2</sub>, X<sub>1</sub>

With the help of computer data processing based on the calculation of SPSS 24.0 for windows, the Fcount was obtained for 122.082, while the critical value of Ftable with degrees of freedom of numerator 1 and denominator 72 at  $\alpha$  (0.05) was 3.124. Thus Fcount (122,082,398) > Ftable (3,124) so it clearly shows that the regression model of Class Management (X1) and Educator Emotional Intelligence (X2) is significant and positive or can affect the Teaching Interest Improvement variable (Y).

**Table 1.6.** Class Management Determination Coefficient (X1) and Educator Emotional Intelligence (X2) on Increasing Teaching Interest (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,879 a	,772	,766	3,70094
a. Predictors: (Constant), X2, X1				

From the significance test of the regression coefficient Class Management (X<sub>1</sub>) and Emotional Intelligence of Educators (X<sub>2</sub>) have a strong influence of 0.879 on Increasing Teaching Interest (Y). The coefficient of determination or R-Square of 0.766 indicates that 76.6% of the variable of Increasing Teaching Interest can be explained or determined by the Class Management (X<sub>1</sub>) and Educator Emotional Intelligence (X<sub>2</sub>) variables while the remaining 23.4% is determined by other variables outside of this study. . The F test aims to test the significance of the Class Management regression model (X<sub>1</sub>) and Educator Emotional Intelligence (X<sub>2</sub>) on the Improvement of Teaching Interest (Y).

Based on the statistical test analysis using the SPSS ver.16 program, the following results were obtained: The Fcount value for the academic factor on the ability factor is smaller than the ftable value, namely  $0.56 < 2.17$ , then H<sub>0</sub> is accepted. And based on the value of the t-paired test, the value of tcount is smaller than the value of ttable, which is  $0.29 < 2.09$ . So it can be concluded that there is no significant difference, and there is no relationship between academic factors and the ability factor of SMK graduates.

## Conclusion And Suggestion

Based on the formulation of the problem, data analysis, discussion in this study, the researchers drew several conclusions: Ha1: accepted means that there is a positive and significant influence between class management on increasing interest in teaching. Ha2: accepted means that there is a positive and significant influence between educators' emotional intelligence on increasing interest in teaching. Ha3: accepted means that there is a positive and significant influence as well as a strong correlation between class management on increasing interest in teaching if tested together. Based on the results of the research concluded above, in an effort to increase the interest in teaching educators at Saint Peter, it is necessary to look at the linkages such as: There is a need for classroom management training with a modern concept that leads to observing the potential of students so that educators can easily direct them to their preferred fields. There is a need for professional counseling staff to assist educators in managing their emotional intelligence, considering that students come from several ethnic groups and nations who have different life patterns. It is necessary to explore indicators that affect the interest of educators in teaching, given the role of educators as central in the learning process.



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